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Chapter 13

Organizational Stakeholder Management Develops Intentional Education Ethos

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ABSTRACT

Ethical leadership with regards to diversity, equity, inclusion, belonging and stakeholder management impacts institutional and departmental culture. Formalized leadership ethics and compliance initiatives improve institutional structures. The importance of graduate leadership that embraces ethics and compliance programs ensures adherence to policies set forth by institutions and mitigates bias. Stakeholder management is key because adherence allows leadership to develop strategic plans with stakeholders in mind, while decreasing quality issues. As a result, there is value to executing stakeholder management plans within graduate education.

INTRODUCTION

The purpose of this conceptual expose is to illuminate the importance of connecting graduate education administrative practices to stakeholder management. Additionally, applied are theoretical approaches regarding the contemporary issues of leadership ethics in employee and student relationships. This interpretation

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addresses how leadership theories are applicable to contemporary issues; how current graduate administrative practices challenge ideas of deontology; and how the use of philosophical insights of deontology address graduate administrator's relationships with stakeholders (employees and students). Further, deontological ethics are considered morally good because of a specific action, whether good or not. Deontological ethics maintains that some acts are morally obligatory regardless of their significance in educational leadership. To this end, the ethical decisions that graduate administrators make with regards to diversity, equity, inclusion, and belonging matter. These decisions impact institutional stakeholder experiences.

BACKGROUND

Leadership Ethics in Employee and Student Relationships

Herein are discussed the ethical implications of being a leadership practitioner in the graduate educational environment. Also identified is the practical use of good leadership ethics in the employee and student relationship by utilizing a code of conduct. It is incumbent for good leadership practitioners to must maintain healthy and ethical relationships with their employees and students. As a result, a leader's moral practice is examined through the different ethical theories of deontology, virtuosity, common good, relativism, and egoism (Kinicki & Fugate, 2016). As a result of relativism, good leadership has been touted as the way forward to ensure the greater good, thus the deontological motive (Chin, et al., 2012).

Although there is an emerging profession of "ethicist," with an adopted code of ethics and evolving process for evaluating the competency of individuals who perform ethics consultation, there is much deliberation to be made regarding the absolute function of ethicists (Tarzian, 2017). What is clear is that as organizations transform to embrace heightened awareness for privacy, equity, and justice; ethical leadership is needed in complex graduate educational organizations (Rowe, 2017). Further, Kant's theoretical framework of deontology alludes to employees' psychological empowerment, which is mediated by the relationship between leaders' ethical behaviors and employees' organizational commitment and trust in their leaders (Zhu et al., 2004).

Undoubtedly there are pressures that individuals and society experience, yet leadership professionals have a moral obligation to uphold ethical and legal standards of the professions. What does it mean to be ethical within a graduate educational environment utilizing good leadership practices? The term ethicist is simply a term and not a profession (Tarzian 2017). Given this, does it mean that professionals do not have an obligation to provide ethical behavior in graduate educational settings?

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Obviously, graduate educational professionals are tasked with exemplifying ethical standards and moral duty, which considers the incorporation of organizational compliance for good stewardship. Baur et al. (2017) conveyed that leadership practitioners impact moral behavior; thus, they lead by example for colleagues and employees engaged.

Implementation of ethical leadership in the graduate educational are the principals of deontology and ethos, which become part of the culture. According to Kinicki and Fugate (2016) the graduate educational environment is challenged with training quality leaders who practice ethical leadership. When this occurs there may be ethical implications as leaders make hasty decisions when working on multiple projects, experience an overloaded schedule, and challenged with budgetary constraints of organizations they work, which may impact performance metrics. To add to daily responsibilities, leadership practitioners must maintain certification standards for the and organizations they work (Kinicki & Fugate, 2016). Additionally, as interest in ethical leadership increases occurrences have arisen which fuel discourse about the impact of leadership on litigation risks.

On the other hand, and as a matter of discourse, rarely do good leadership practitioners exhibit egotism, which is an ethical theory that treats self-interest as the foundation of morality, as leadership practice is based upon compassion and dedication to all living entities (Hall et al., 2018). Thus, good leadership professionals enjoy placing employees at the center of their work, instead of themselves. In this regard, good leadership in and of itself is an ethical practice as those who practice enjoy its deontological methodology. The practice of good leadership can inspire compassion for those in the past who have been denied basic human rights in society. For example, for many Americans economic distribution is skewed, which requires the American government to intercede on behalf of all people to ensure rights to ensure basic education, employment opportunities, and infrastructure exist (Lansing & Markiewicz, 2018). This is a powerful example of how regardless of who employees are and where they come from, all must be treated equitably and respectfully in the business environment.

In relation to deontology and good leadership, the imperative for moral ethics rests on the principles of a professional practice. Additionally, respecting employees' right to know what affects them is paramount to human respect, regardless of challenges present. In fact, employee's personal preferences should be the basis for providing collaborative leadership (Elwyn et al., 2013). While it may be true that traditional leadership structure contributes to the vast amount of employee disenfranchisement, leaders should look to new management strategy to retain employees (Kinicki & Fugate, 2016). Practicing moral ethics ensures that employees are well-respected, which guarantees a safer environment for all.

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Good leadership practitioners should use the code of conduct to ensure employees are aware of benefits they will receive and to protect the company from litigation. Good leaders have an ethical responsibility to uphold the standards and guidelines to ensure quality of service from onboarding until discharge or retirement. Further, equity guidelines should be widely acceptable, easy to access, straightforward to understand and apply. Adherence to guidelines when issuing code of conducts allow all parties to make better decisions, decrease variations in communication, decrease cost, and limit liability (Baur et al., 2017). The overall objective is to improve employee experience. For instance, a good leadership practitioner might decide not to provide employment to one who does not fill out a code of conduct during onboarding. At which point the leader should feel no remorse as the code of conduct is not mutually exclusive. It benefits the employee and the organization.

Indeed, Nora and Benvenuti (1998) have speculated the U. S. graduate educational system has reformed the law of code of conduct because employees want to know more about options provided to them. Furthermore, leadership practitioners' have a legal obligation to disclose the risk associated with employment. The doctrine of code of conduct in graduate educational imposes a myriad of responsibilities on leadership practices. For instance, employees desire autonomy, communication, and transparency in the process of good leadership and graduate educational services. Considering these concerns, leadership practitioners must explain risks in comparative terms so employees can make the best decisions about what is best suited to their needs (Nora & Benvenuti, 1998). The moral standards of acknowledging an employee's independence admonishes code of conduct ethical practices. Employees are entitled to shared basic knowledge, which is ensured by law. Further, standards implore practitioners to stay updated on legality and ethics training to ensure employee preferences are objectified and to protect employees' rights. There are ramifications for those who do not adhere to legal and moral obligations (Hall et al., 2018). Likewise, industries should help nurture professionals to create proactive practice procedures concerning ethical codes of conduct.

In the end, the practice of moral ethics helps leadership professionals to place employees at the center of care. When good leadership professionals relinquish egotism in practice, moral perpetuity is a guide to provide informed leadership (Baur et al., 2017). Having employees fill out and sign a code of conduct during onboarding is paramount to establishing an ethical framework for developing an ethical graduate educational culture. The partnership between the leadership practitioner and employee is one of shared decision-making in that the practitioner should always strive for person-centered leadership. In conclusion, employees have an ethical right to independence and collaborative decision-making concerning rights and benefits provided to them.

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ISSUES, CONTROVERSIES, AND PROBLEMS

Embracing Diversity and Inclusion

The discussion of diversity and inclusion is the salient topic of the day. There is much work for humans to do in understanding xenophobia, cultural diversity, and gender rights (Collinson, 2017). Notwithstanding, diversity describes the differences within and between. For example, “Diversity is about the differences between people whereas inclusion is the process of incorporating all of those differences” (El Amin, 2022). For instance, Indian people prefer to build relationships prior to discussing negotiations, have formal protocols, and a centralized decision-making system (Moran et al., 2014). Although institutions have come a long way to promote gender equity, equal pay for equal work has not been realized. Equal pay rights for women are unfair and unjust. Culture guides values, norms, and behaviors for people of unique cultures (Moran et al., 2014).

The general situation leading to a lack of diversity and inclusion are the historical realities of America (Takaki, 1993). The lack of diversity in communities creates societies that are challenged to meet the needs of new ethnic groups that matriculate in society (Diller, 1999). The problem is extensive as many people in society feel alienated and isolated (Collinson, 2017). The significance of the problem is that a lack of a diverse workforce leads to less productive businesses. Incorporating diversity into the workplace increases performance and productivity which helps with retention and encourages a respect for differences (Gokcen, 2011). Further, Ely and Thomas (1996) indicated that a more diverse workforce increases organizational effectiveness. Diversity lifts morale and enhances productivity, thus a benefit for business (Ely & Thomas, 1996).

One such exercise to improve diversity and inclusion in workgroups is the Jigsaw classroom exercise that was developed by social psychologist Elliot Aronson in 1971 with the help of several graduate students (Penn State, 2017), and is a proven exercise to reduce in-group outgroup effects in elementary schools, but the process can be duplicated in professional training modules. The steps to the process are to: 1. Divide teams into 4-5 participants. 2. Participants are instructed to develop ‘home group’ expertise on one part of a formatted lesson plan. 3. After the ‘home group’ participants meld, jigsaw groups are formed from a member from each home group in each new group. 4. Individuals are instructed to teach each other about their culture. 5. Finally, participants return to ‘home groups’ (Jigsaw, 2017). The results of the jigsaw experience have been known to reduce racial, ethnic, religious, gender prejudice amongst participants, increases formidability of peers, increase work performance, reduce sick time, and participants were more likely to enjoy their work environments more (El Amin, 2022). Overall, the intervention of the

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Jigsaw exercise is an effective tool in reducing prejudice in those who participate in the exercise.

Cultural Dimensions

The premise of this section is to expound and summarize the cultural dimensions of working with international stakeholders and identify how culture affects graduate education administration. Culture is a characteristic of thoughtful structure for an organization. It is consistent, recognizable patterns of conduct in organizations. Aristotle said, “We are what we repeatedly do.” (Watkins, 2013). This view raises repeated behavior or habits as the core of culture and deemphasizes what people feel, think, or believe. It also emphasizes our attention on the forces that shape conduct in organizations. Culture is powerfully shaped by incentives. The best predictor of what people will do is what they are incentivized to do. By incentives, the full set of incentives monetary rewards, non-monetary rewards such as status, acknowledgment and advancement, and consents to which members of the organization are subject (Watkins, 2013). The cultures of organizations are never monolithic. There are several factors that drive internal variations in the culture of organizational functions (e.g., finance vs. marketing) and units (e.g., a fast-moving consumer products division vs. a pharmaceuticals division of a diversified firm). An organization’s history of acquisition also factors importantly in defining its culture and sub-cultures. Dependent on how acquisition and integration are managed, the legacy cultures of acquired units can persist for remarkably prolonged periods of time (Watkins, 2013).

Organizational diversity refers to the total makeup of the employee workforce and the amount of diversity included. Diversity refers to differences in various defining personal traits such as age, gender, race, marital status, ethnic origin, religion, education, and many other secondary qualities (Kokemuller, 2017). Closely related to organizational diversity is the prominent topic of diversity management. This refers to the human resource and management process of proactively planning to optimize benefits of diversity while downplaying challenges. Traits of diversity management usually include sensitivity training and cultural awareness. Some companies include diversity training for all new employees as part of initial orientation and training. Highly diversified organizations often have ongoing diversity management programs (Kokemuller, 2017).

Diversity issues should be analyzed by graduate education administrators. The objective is to create an organizational culture that can be used as a management tool for improved productivity, quality of work life, and a competitive edge. It is suggested that leaders avoid (a) artificial or incorrect definitions of culture; (b) too limited a view of what culture entails; (c) stereotyping total culture into broad types; (d) simplistic views of how culture begins, develops, and changes; (e) ignoring the

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effects of different organizational life stages on cultural issues; and (f) failing to identify training and organization development's work-related cultures. It is contended that understanding the depth of culture is a prerequisite to understanding what does and does not change in organizations and that trainers and organizational development experts have a special obligation to take culture seriously, to keep leadership from misunderstanding it, and to correct the superficial and ineffective technologies presently being touted as culture change and management (Schein, 1983).

Graduate education administrators must cultivate strategic relationship to make the leap into the globalization of markets. Global leadership requires a competence to understanding numerous viewpoints from around the world. There are many ways to grow a supportive culture of global leadership to specify opportunity to improve an organization's relationships. Further, culture and diversity have an affect or organizational and global opportunities in an international level. It is necessary to incorporate the ideas of change/convergence, diversity, culture, and differences to ensure the organization thrives in new global markets. Global leadership is "an extraordinary capacity to unify a global workforce around a single purposeful vision, through demonstration of personal mastery, thinking globally, anticipating opportunity and using shared leadership networks" (Greenberg, 2003). That definition incorporates the ideas of understanding diversity and culture (i.e., thinking globally), understanding differences (i.e., having the capacity to unify), as well as the idea of change/convergence that we mentioned with our brief discussion of technology (i.e., shared leadership networks). Culture and diversity provide many benefits to organizations at the international level. A major benefit is that a wide array of employee backgrounds means the organization has more experience and expertise coverage in critical areas that affect the company. Similarly, discussions typically produce a broader range of ideas when employees have diverse backgrounds. Additionally, companies that serve a diverse population or a global audience can more adequately serve that diverse market with employees that can speak the language and relate from a cultural standpoint (Kokemuller, 2017).

SOLUTIONS AND RECOMMENDATIONS

The Stakeholder Register and Stakeholder Management Plan

The purpose of a stakeholder register is to report who is affected by the project or program, and their impact and effect on the project or program (Derakhshan et al., 2019). The stakeholder register exists as an archive, which is a significant instrument in organizing, team building, identifying key process indicators (KPIs), communication, administration, and characterizing assignments and duties. A

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stakeholder register is developed at the start of a project and observed throughout as it improves the probability of achievement of the project by ensuring stakeholder engagement. Additionally, the stakeholder register is used to organize, categorize, and prioritize internal and external stakeholders of a project (Di Maddaloni et al. 2017). A graduate administrator incorporates the stakeholder register as a tool to better control the project. Further, the most essential ability that graduate education administrators must develop is understanding how to viably impart knowledge and listen to diverse stakeholders (Amor Esteban et al., 2019). The complexities of multidimensional cultural components in the context of stakeholder management are instituted in multifaceted practices (Martinsuo & Hoverfält, 2018). Multidimensional cultural components highlight the importance of each individual working on the project. For instance, an individual's non-verbal communication and physical movements indicate dialect ability levels (plurilingualism) when connecting with other individuals within the project. Cultural communication is an important global literacy component when operating in a global context (Roeder, 2013).

Likewise, individuals exhibit cognizant decisions in view of social inclinations based on the levels of egocentrism that one chooses to portray. Moreover, intercultural communication is challenging within project management as the reliance of electronic communication in project management is necessary as a tool to improve communication speed and for record retention. Indeed, establishing unbiased communication is even more challenging because of cultural, intra cultural, and intercultural contexts. Therefore, when working with stakeholders, it is significant to remove cultural constraints and create opportunities to ensure project completion (Roeder, 2013).

Elements of the Stakeholder Plan

The elements within a stakeholder management plan are the principal aspects of a stakeholder management plan are a list of all identified stakeholders, containing their name, job or position, and contact data (Stocker et al., 2020). Further, the stakeholder engagement matrix is a simple form that shows the present attitude of each stakeholder and the preferred attitude of each stakeholder transversely five distinctive categories: unsure, resistant, neutral, supportive, and leading (Derakhshan et al., 2019). Graduate education administrators use this tool as a feedback-response mechanism for related project management forms, such as the stakeholder register.

It is important to have a stakeholder management plan because all stakeholders must work together to complete the objective of a project within the scope, budget, and time of the plan. Likewise, stakeholder management plans help to manage all stakeholders and regulate their behavior according to the demands of a project (Xia et al, 2018). Moreover, stakeholder management plans lead to positive outcomes.

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Stakeholder management plans are a phenomenon in which graduate education administrators engage in the development, implementation, and execution of projects. Ways to encourage members of a team to behave in alignment with project management methods provide support through training and development. The stakeholder's role in organizations is to uphold core values and execution as it pertains to challenge's organizations face.

CONCLUSION

Graduate education administrators must ensure absolute integrity and consistency in practice by the effective implementation of regulatory, institutional policies, and practices. In this way a sense of stakeholder management plans occurs. However, apart from regulatory or procedural standards it is necessary to maintain a stakeholder's identity and diversity of thought within established ethos and culture. Through innovative programming organizations can foster a cohesive culture that is respectful to individuality. Graduate education administrators must possess strong social and collaboration building skills, the capacity to efficaciously build relationships, and work through provocative conversations (Derakhshan et al., 2019). Graduate education administrators provide a voice by critically thinking through and communicating issues that are important to the overall project. In evaluation, stakeholder management plans within organizations or groups are needed to implement programs and processes. In conclusion, stakeholder management plans support the goals and objectives of a project's mission, vision, and values.

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